

**HIST 4484 01W: Senior Seminar  
Spring 2018**

**Wednesdays, 5:30-8PM  
Pafford 206**

Professor: Dr. Charles Lipp  
Office: TLC 3217  
Office Phone: 678-839-6039  
Office E-Mail: [clipp@westga.edu](mailto:clipp@westga.edu)  
Office Hours: MW 3:30-5PM; Tues 10-12; 3:30-5PM  
or by appointment

**Course Description:**

This capstone course completes the History major here at UWG. It challenges you to bring together skills and information gained in previous classes in order to craft an original 20 to 25 page piece of well-written, well-organized, and well-argued historical research based firmly on primary and secondary sources. Besides that central task, at the beginning of the semester we will read certain works in common that I hope will serve as models and as guides for you as you engage in the process of professional historical research and writing.

**Course Prerequisites:**

All students in this course must have completed HIST 2302: Methodology and have senior standing. Any student who does not meet these prerequisites must meet with me immediately.

**Learning Outcomes:**

As the capstone course, this class fulfills the Department of History's learning outcomes, which state:

Students who earn the Bachelor of Arts in History will be able to:

- Demonstrate content knowledge of history.
- Analyze primary and secondary sources for their historical content and interpretations.
- Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation.

The History Department believes that these learning outcomes will contribute to a student's ability to think historically, which includes:

- understanding the people of the past.
- understanding the perspective of historical actors and to view those historical actors from a critical, scholarly perspective.

- recognizing that people, events, ideas, and cultures have influenced later people, events, ideas, and cultures.
- recognizing that history involves both change and continuity over time; and,
- explaining connections between particular people, events, ideas, or texts and their historical contexts.

### Required Common Readings:

#### Books:

John H. Arnold, *History: A Very Short Introduction* (Oxford: Oxford University Press, 2000); ISBN 9780192853523.

Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8<sup>th</sup> ed. (University of Chicago Press, 2013); ISBN 978-0226816388.

William Strunk, Jr. and E.B. White, *The Elements of Style*, 4<sup>th</sup> ed. (Pearson, 1999); ISBN 978-0205309023.

#### PDFs available through Course Den:

Nathan Michalewicz, “François de Beaucaire de Péguillon and the Ottoman Empire: Perceptions of a Sixteenth Century Militant Bishop,” *Proceedings of the Western Society for French History*, 40 (2012).

Kirk McFarland, “A Split Decision: How Republican Division Ensured Democratic Victory,” *The University of Arizona Undergraduate Historical Review*, I (2009): 28-49.

### Grading and Overall Class Policies:

Your course grade will be factored as follows:

• Participation (including reading discussions & instructor meetings)	20%
• Completion Plan	02%
• Draft Statement of Topic and Question	02%
• Revised Statement of Topic and Question	02%
• Annotated Bibliography of Sources	02%
• Thesis Statement	02%
• Draft of Introductory & Historiography Sections + Detailed Outline	10%
• Final Draft of Paper (graded according to rubric below)	55%
• Reflective Essay	05%

**Note: Each task MUST be completed as they are designed to help you build towards completing the final draft successfully. Thus – failure to turn in any assignment on time or to miss/not participate in any discussion without official documentation will result in a failing grade for the entire project.**

## I. Basic Policies

- *General University Policies:*

Information regarding university-wide policies can be found at:

[http://www.westga.edu/assets/Dept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf)

In addition, for information from the University System of Georgia Board of Regents regarding your second amendment rights and responsibilities on campus, please see <http://www.usg.edu/hb280>.

- *Factoring Grades:*

I will not factor your grade until the end of term when all assignments are completed. If you are interested in your current standing in the class, please keep assignments and use the percentages above.

- *General Points:*

Detailed information regarding assignments will be provided separately, both in specific assignment sheets posted on Course Den and in class.

All assignments are on the date indicated in the Course Outline below. Only a serious and unavoidable cause, such as a documented medical condition or family emergency, will be accepted as an excuse for failing to completing an assignment on time. Official documentation must be provided for all causes.

Assignments must be submitted electronically, via the Course Den Dropbox (aka Assignment Submissions) on the days marked on the Course Outline below.

All assignments must be typed, double-spaced, in 12-pt Times New Roman font, with regular margins (1.25 left and right, 1.0 top and bottom). You must write the full page-length of the assignment—that means, any space devoted to your name, the date, the class, etc. at the top of the first page does not count towards fulfilling the page length.

As for readings, all assignments must be read before related discussions, as marked on the Course Outline below.

- *General Grading Criteria*

Assignment and final grades reflect your mastery of assigned materials, particularly lectures and readings.

Overall, “A” grades reflect totally excellent work—work that is well written, well organized, and well argued; work that avoids summarizing and instead integrates lecture and reading material into a deep analysis. “A” work contains no factual errors, excellent writing with no mistakes in spelling, grammar, or organization, and displays complete mastery of the main issues of our class.

“B” grades indicate good work—work that mixes analysis with summary. “B” work contains few factual errors, good writing with few mistakes in spelling, grammar, or organization, and displays a good command of the main issues of our class.

“C” grades indicate average work that offers only summary and lacks analysis and organization. “C” work contains some factual errors, average writing with some mistakes in spelling, grammar, or organization, and displays an average command of the main issues of our class.

Something to think about: a “C” reflects summarizing of the material (the questions of who, what, and when)—“B” and “A” indicate you have gone beyond mere summary to address the crucial questions of why and how.

“D” grades reflect poor work that fails to demonstrate a mastery of assigned material. “D” work contains many factual errors, poor writing with many mistakes in spelling, grammar, or organization, and displays a less-than-average mastery of the main issues of our class.

“F” grades reflect work that fails to achieve any of the above criteria and display no mastery of assigned materials whatsoever.

Numerical Equivalents of Letter Grades:

	B+ = 88	C+ = 78	D+ = 68	F = 50
A = 95	B = 85	C = 75	D = 65	
A- = 92	B- = 82	C- = 72	D- = 62	
A-/B+ = 90	B-/C+ = 80	C-/D+ = 70		

Note: Failure to complete/turn in an assignment will result in a grade of zero, not F.

• *Specific Grading Criteria Regarding Your Final Paper:*

Your final 20 to 25 page paper will be evaluated using the History Department’s official rubric for assessing the four departmental learning outcomes. That rubric is posted separately on Course Den. I strongly recommend you read through it closely before submitting your final paper so as to understand what standards you will be evaluated on.

• *Plagiarism*

All assignments in this course are designed to test your ability to use and analyze class materials, including readings and lectures. Outside materials, including the internet, are not necessary to answer any of the assigned questions. To be more precise, only your discussion of required class material will count towards your grade—information from outside WILL NOT BE FACTORED IN YOUR GRADE.

However, ANY ACT of plagiarism (the use of someone else’s words or ideas without citation) from ANY SOURCE (class materials and/or outside, including from the internet) will be dealt with severely, so remember to always cite all words and ideas that are not your own. Please recall that when you entered UWG, you consented to uphold our Honor Code, in which all students “pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrications, aid of academic dishonesty, lying, bribery or threats, and stealing.” Moreover, you agreed to the following: “[a]s a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member.” You can review the Honor Code at: <http://www.westga.edu/~handbook/index.php?page=honorcode>.

For any instance of plagiarism discovered, I will report the incident to relevant university authorities and impose the same penalty: an absolute 0 points for the assignment. An absolute zero for the assignment will have an adverse impact on the final grade; at the worst, it may result in failure for the course. Based on the severity of the incident, additional measures may be taken. Plagiarism is simple to avoid: if in doubt, cite! If you have any questions regarding plagiarism and the policies stated above, please come see me.

You are allowed to build on prior work. However, if you intend to do so, first, you must submit any previously submitted paper to Course Den by the second week of the semester; second, you must make substantial additions and transformations to the original piece.

- *Participation*

Your active participation is absolutely critical for the success of our class. Discussions are an important component of this course and I expect you to be ready to ask and answer questions and, moreover, to be willing and able to lead debates about the issues under question. Beyond speaking during discussions, participation means being actively engaged in the process of learning at all times. This includes being alert, asking questions directly related to class material, and taking notes during lectures and taking advantage of office hours. Being absent, arriving late, or leaving early will earn you 0 participation points for the day. So, too, will sleeping in class. Twenty percent of your final grade rests on your participation—that is the difference between a 95 and a 75.

- *Etiquette and Obligations*

Throughout the semester, I expect you to behave with civility and courtesy—especially so considering the nature of the subject matter under discussion. By choosing to enter UWG, you have decided to engage in a professional endeavor, and must comport yourself accordingly. Not only does this mean always being respectful of your colleagues even when you disagree with their viewpoints, but also means continually contributing to a productive learning environment for all.

These contributions include keeping all comments and questions connected to specific course material, and making sure your cell phone and other electronic devices (I-Pods, etc.) are turned off and not used or consulted during class. Laptops will only be allowed with a valid medical cause and the permission of the instructor. Recording of lectures is not permitted.

Again, it should go without saying that when you come to class, you are to remain awake, alert, and mentally engaged for the entire period. If you chose to come to class, you must stay awake and remain. Do not sleep or leave early.

Unprofessional behavior and any disruption of the learning environment cannot and will not be tolerated. Continual behavioral issues constitute grounds for being dropped from the course.

In addition, USG and UWG have become concerned about what they call “non-engagement,” meaning displaying the behaviors discussed above. This is because students who do not maintain mental focus on class material tend to do poorly in specific classes and have difficulties completing college in general. Early in the semester, those who remain “non-engaged” with the learning process are to be identified by faculty to appropriate university offices so that the University can intervene with appropriate support and assistance to ensure student success.

Enrolling in this course means that you and I have a contractual obligation to one another: I am obligated to teach to the best of my ability; you are obligated to know the material provided in lectures, to complete the readings and writing assignments in a timely manner, and to engage actively and professionally in the process of learning.

- *Accessibility Services*

One of the most important resources across the entire university is the Office of Accessibility Services ([http://www.westga.edu/counseling/index\\_8884.php](http://www.westga.edu/counseling/index_8884.php)), which works to help ensure equal opportunities for all students. For those who have need of the Office’s services, please make sure your information packet is e-mailed to me from your official university address during the first week of the semester. If you plan on taking the two exams at the testing office (<http://www.westga.edu/lst/index.php>), you must make arrangements at least a week in advance. I will direct the center to administer the exam on the day marked in the Course Outline below.

• *Communications*

All electronic communication must use your UWG e-mail account – NOT Course Den e-mail. Please keep in mind that I will check my e-mail during normal business hours Monday through Friday. In other words, do not expect instantaneous responses. In addition, in order to respect your privacy, I cannot discuss grades over e-mail.

## II. Research Paper Project Parameters

As stated above, your central task will be to craft an original, typed, double-spaced, 12-pt font, 20 to 25 page long well-written, well-organized, and well-argued historical research paper. The paper must advance a clear thesis/argument and prove that argument using evidence from primary and secondary sources. The paper must situate the argument within historiographical context (what other scholars have said). The paper must cite the sources for the argument in footnotes using the Turabian Citation Style (aka Chicago Style). This style is described in detail in the Turabian book. For examples, pay careful attention to Chapter 17 (starts on page 164). Useful cheat sheets are also available at either <http://www.libs.uga.edu/ref/turabian2009/pdf> or <http://www.bucknell.edu/Documents/ISR/turabian.pdf>.

Also as stated above, you are allowed to build on prior work. However, if you intend to do so, first, you must submit any previously submitted paper to Course Den by the second week of the semester; second, you must make substantial additions and transformations to the original piece.

You must submit your final draft via Course Den on April 18, 2018.

Over the first weeks of the semester we will establish crucial foundations for the project. We will read particular readings in common. You are expected to read these pieces and be ready for in-class discussions. Failure to do so will result in a negative impact on your grade.

### *The Common Readings*

For our week 2 meeting on January 17, you will read the articles by Michalewicz and McFarland. Michalewicz graduated from UWG with both his B.A. and M.A. in History. He based the article on ideas raised in his own Senior Sem project. McFarland wrote his piece while an undergraduate at the University of Arizona. Both pieces offer models of things to do and things to avoid. Think about how they lay out their arguments, how they situate those arguments within the larger historiography, and how they use evidence to support their arguments. Besides these general points, pay attention to how both authors raise the general topic of their argument and the specific questions regarding that topic they intend to explore.

Two weeks later, on January 31, we will discuss John H. Arnold's short book on History as a discipline and an approach to studying the past. I want you to think about what exactly defines "history" and about what professional historians do.

By February 7, you must have finished reading Part 1 of the Turabian book, entitled "Research and Writing: From Planning to Production." It offers a useful description of how to research and how to get your ideas on the page in an organized fashion.

Finally, on March 7, we will talk about Strunk and White's *The Elements of Style*. It is a book about style, about good, effective writing. I am assigning it in order to force you to think about how you write and how you could write even better.

Those common reading discussions will occur at particular moments during the overall process of crafting your 20 to 25 page historical research paper.

## *Writing the Paper*

Even before the semester began, I asked you to begin thinking of topics and questions. An historical topic is the broad area of the past you are interested in – the American Civil War, or World War Two, or gender, or the like. Topics merit books, perhaps many books – in other words, they tend to be too broad for a single 20 to 25 page paper. Thus, your question – which focuses on one particular piece of the broader topic.

I encourage you to focus on topics and questions you have already encountered in upper-level (3000 and 4000) History classes – you will come into this project already familiar with scholarly arguments as well as an overall narrative. In addition, as you craft your topic and question and begin work on your bibliography, I urge you to consult with a professor within the History Department who specializes in the field you are researching. You should share your bibliography with them and take advantage of all advice offered.

On January 17, students must submit a draft of their topic and question. Do keep in mind the topic and question need to be historical, in that you need to be studying issues of the past, not trying to make any ideological or political points (from any side) in the present. Also, the topic and question must be related; otherwise your grade will be impacted. Finally, once you submit your topic and question statement, you are committed to studying that topic. A minimum of one letter grade will be deducted from your final course grade if latter stages of the project fail to address the submitted topic and question.

That same day, January 17, students must also submit a one to two page, typed, double-spaced, 12-pt font written plan detailing briefly how and when they intend to complete the project over the semester. Be precise. Each week, you have 168 hours to devote to everything in your life – work, school, relationships, eating, etc. Think about how many hours you need to work over the week, how many hours you need to devote to other classes, and how many hours you need to give to just living life. Then think about what time is left over for your Senior Sem project and how you intend to use it week by week. In your completion plan, I want you to lay out what you intend to do on a weekly basis over the semester.

On January 24, we will meet at the Ingram Library in order to meet Ms. Jessica Critten, who will lead a session introducing us to crucial library resources, especially as regards primary sources.

On January 31, you will submit a revised statement of your topic and question.

On February 7, you will submit an annotated bibliography of your project's sources, both primary and secondary. The bibliography should meet the following standards:

- First, it should conform to Turabian Style/Chicago Style.
- Second, it must be as comprehensive as possible, listing as many relevant primary and secondary sources as possible. In terms of secondary sources, I want you to focus upon printed scholarly works (books and scholarly journal articles). Avoid all encyclopedias, including Wikipedia. One useful website for scholarly journal articles is JSTOR, available through the Ingram Library's database collection.
- Third, the primary and secondary sources must be divided into separate sections.
- Fourth, for this submission, your bibliography must be annotated. That means for each source you will need to write several sentences that: a. describe the source (what is it; who wrote it; who was the audience, etc), and, b. explains how the source helps answer your project's central question. At the end of the semester, your final paper should end with a bibliography – that final bibliography, however, must not be annotated.

The weeks of February 21 and February 28 are designated as research weeks. We will not have general class meetings those weeks so that you can focus on collecting materials and reading through your sources.

On February 28, you will submit electronically your thesis statement. Your thesis statement answers the question you posed earlier in the semester and reveals your paper's argument.

On March 7, you will submit a clean and polished draft of your paper's introductory and historiography sections along with a detailed outline of the rest of the paper. This submission should conform to the following standards:

- It should be around three to five pages in length.
- It should raise the historical question you examine and state clearly your answer to that question (ie, your thesis).
- Besides clearly stating the thesis/argument, it should clearly state how you intend to prove the argument (including the source evidence you use to prove the argument).
- It must situate your argument within the larger historiographical context and in so doing state your paper's contribution to existing scholarly debates related to your topic and question.
- The outline must be as detailed as possible. Vague or short outlines will lead to lower grades.

I will provide detailed comments on your drafts. I expect you to take those comments into account when revising and finishing your paper. I expect the introductory and historiography sections in the final draft to look substantially different than your drafts.

During the week of March 14, we will again meet individually at my office (TLC 3217) to discuss your project's status and so that I can return your drafts with comments. We will not have a general class meeting.

On March 28, the week after Spring Break, we will have a presentation from Career Services. This is a useful moment to think about the skills you are using in this research project and how you can sell those skills on the job market.

On April 4, the following week, we will come together to discuss the status of the class's projects. Be prepared to discuss whether you have been able to meet the deadlines you established in your Completion Plan, where you are in the project (as in how much research and writing still need lie before you), what challenges you have faced in the writing process, and how you have overcome those challenges.

We will **not meet** as a class during the week of April 11 so you can concentrate on completing your final drafts.

On April 18, you will submit your final draft to Course Den. We will not have a general class meeting.

On April 25, we will meet for a final review session.

### III. Reflective Essay Parameters

On the day of our final review session, April 25, you will submit your 2 to 3 page, typed, double-spaced, 12-pt font, reflective essay to Course Den. The essay must address the following question: What have you learned during your time as a student at West Georgia?

*Note: I reserve the right to modify this syllabus during the semester if circumstances warrant. You will be informed at all times of any changes. If changes are substantial, I will either tell you in class or issue a revised syllabus.*

## Course Schedule:

- January 10: Class Introduction  
• In-Class Assignment: Questionnaire
- January 17: Historical Topics and Historical Questions  
• **Read:**  
    1. Nathan Michalewicz  
    2. Kirk McFarland  
• **Due on Course Den:**  
    1. Draft of Topic and Question  
    2. One-Page Completion Plan  
    3. Prior Work Serving as Basis for Paper (for those building on previous projects)
- January 24: Finding Historical Sources  
• **Meet at Ingram Library**
- January 31: What is “History?”  
• **Read:**  
    • John Arnold, *History: A Very Short Introduction*  
• **Due on Course Den:**  
    • Revised Topic and Question
- February 07: The Process of Research  
• **Read:**  
    • Turabian, Part 1  
• **Due on Course Den:**  
    • Annotated Bibliography of Sources (divided in primary & secondary)
- February 14: **Individual Meetings** During Office Hours (or by appointment)
- February 21: **Research Week – No General Class Meeting**
- February 28: **Research Week – No General Class Meeting**  
• **Due on Course Den:**  
    • Thesis Statement
- March 07: The Craft of Writing (we will be meeting)  
• **Read:**  
    • Strunk and White  
• **Due on Course Den:**  
    • Draft of Paper Introduction & Historiography Section + Detailed Outline of Rest of Paper

March 14: **Individual Meetings** During Office Hours (or by appointment)

March 21: **Spring Break – No Class Meeting**

March 28: Career Services Presentation (we will be meeting)

April 04: Status Updates (we will be meeting)

April 11: **Writing Week – No General Class Meeting**

April 18: **No General Class Meeting**

• **Due on Course Den:**

- Final Draft

April 25: Review (we will be meeting)

• **Due on Course Den:**

- Reflective Essay